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ABSTRACT

This document contains materials about and from the Planning for Change (PfC) project, which was conducted to accomplish the following objectives: (1) further develop and document a comprehensive community planning process across Pennsylvania's workforce investment board (WIB) regions; (2) pilot the comprehensive planning project; and (3) expand the Building Communities for Learning technical assistance and training materials to develop a technical assistance system and training modules to assist local adult basic and literacy education agencies in preparing for integration of services into the CareerLink system and representation on local workforce investment boards. The report details the project procedures and outcomes, which were as follows: (1) an environmental scan and needs assessment was conducted in each of six pilot WIB regions; (2) two models of cross-agency collaboration and coalition building were developed; and (3) a training package was developed to help communities establish cross-agency collaboration and engage in comprehensive community-based planning. Appendixes constituting approximately 75% of the document contain the following items: a needs assessment and environmental scan; frameworks for WIB adult education coalition and local community-based planning models; a brief summary of pilot site accomplishments; and a list of PfC training package topics and a bibliography of 16 references. The training package consists of 119 cards used in presenting the 13 modules. (MN)

ED 454 400

Planning for Change

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July 1, 1999 – June 30, 2000

Lycoming County Library System
123 East 4th Street
Williamsport, PA 17701
Contract Number: 098-00-0015
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Abstract

Grant Recipient: Lycoming County Library System
123 East 4th Street
Williamsport, PA 17701

Program Name: Planning for Change

Grant Allocation: \$108,000.

Project Period: July 1, 1999 – June 30, 2000

Project Director: Linda Herr

Project Purpose: The Planning for Change (PfC) grant proposed to (1) further develop and document a comprehensive community planning process across the WIB regions, (2) pilot the comprehensive planning process and (3) expand the Building Communities for Learning technical assistance and training materials to develop a technical assistance system and training modules to assist local adult basic and literacy education agencies in preparing for the integrations of services into the CareerLink System and representation on local Workforce Investment Boards.

Project Outcomes: An Environmental Scan and Needs Assessment was conducted in each pilot WIB region. The Needs Assessment and Environmental Scan indicated that consolidation of agencies and multi-year funding were no longer issues that need to be addressed through training. However, the Needs Assessment and Environmental scan results did identify a critical need for training, technical assistance, and models for (1) establishing and maintaining cross-agency collaboration, (2) coalition-building, and (3) successful integration into the WIA system. Based on the results, two models of cross-agency collaboration and coalition-building were developed. Additionally, a training package was developed to help communities establish cross-agency collaboration and engage in a comprehensive community-based planning.

Product or Training Developed: Training package, Final Report

Project Continuation and/or Future Implications: During Year 2 of Planning for Change, staff will work with ABLE staff to develop and analyze the results of a CareerLink Survey which will be sent out to all ABLE agencies. The results of that analysis will provide information which will guide the further development of WIB cross-training materials and the provision of technical assistance to WIB Adult Education Coalitions. The training package will stress the importance of a foundation of basic skills within the WIA system and help ABLE providers integrate their services into local CareerLink Center activities.

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Planning for Change Final Report

The Planning for Change Project (PfC), on behalf of the Pennsylvania State Coalition for Adult Literacy, proposed to (1) develop and document a comprehensive community-planning process across Workforce Investment Board (WIB) regions, (2) pilot the comprehensive planning process, and (3) expand the Building Communities for Learning (BCL) technical assistance and training materials to assist local adult basic and literacy education agencies in preparing for the integration of services into the CareerLink System and representation on local WIBs. The project, (July 1, 1999 to September 30, 2000) was facilitated by: Kim Hawk, Geoff Lucas, Dan Merk, Barbara Mooney, Carol Moutrey, Dehra Shafer, Sheila Sherow, Leonard Shurin, JoAnn Weinberger, and Linda Herr.

Goals and Objectives

Goal 1: To develop a comprehensive community-planning process and models for replication.

Objective 1: To develop a needs assessment and environment scan to identify community needs and resources.

The PfC group developed a needs assessment and environmental scan (Appendix A) that was distributed to each pilot site. The scan was conducted in each pilot WIB adult education coalition site and each pilot local community-based planning (BCL) site to identify strengths, weaknesses, opportunities, and threats to the implementation of changes related to the delivery of adult basic and literacy education services. The scan examined consolidation issues and integration into the WIA system in terms of cross-agency collaboration, multi-year funding, implementation of change, availability of local resources, and perceived need for technical assistance. The results were compiled and analyzed by project staff, and provided the basis for the development of training materials.

Objective 2: To develop models for consolidation, multi-year funding, and integration into the WIA system.

Needs assessment and environmental scan results indicated that consolidation of agencies and multi-year funding were no longer issues that needed to be addressed through training. However, the needs assessment and environmental scan results did identify a critical need for training, technical assistance, and models for (1) establishing and maintaining cross-agency collaboration, (2) coalition-building, and (3) successful integration into the WIA system. Two models of cross-agency collaboration and coalition-building were developed to serve different, but highly inter-related purposes; together, they provide a comprehensive adult basic and literacy education system that best serves the wide-range of adult learner needs.

- The first model, the WIB adult education coalition, is a regional group made up of ABLE administrators for the sole purpose of developing and presenting a collective and unified presence within the WIB system. The work of the WIB adult education coalition guides the delivery of workforce development services at the local level.
- The second model, the local community-based planning (BCL) group, complements the work of the WIB adult education coalition and also addresses other adult basic and literacy education issues in addition to workforce development. In so doing, the local community-based planning group involves a cross-agency representation of all CareerLink partner agencies, as well as other agencies that are stakeholders in adult basic and literacy education. These community-based planning groups are the local implementers of planning conducted at the regional and state levels.

A framework was constructed for each model to identify factors related to coalition-building, planning, and integration into the WIA system (Appendix B). The framework for the WIB adult education coalition model outlines factors related to establishing regional collaborations among adult basic and literacy education providers for the purpose of developing a collective and unified role in the WIA system. The framework for the local community-based planning (BCL) group model sets forth factors related to establishing interagency collaboration among a diverse constituency of adult basic and literacy education stakeholders for the purpose of developing and

coordinating a comprehensive local service delivery system. Both frameworks allow for a range of local needs, demographics, and circumstances.

Objective 3: To pilot, monitor, and evaluate the community-based planning process and models in three primary pilot sites and three secondary sites.

The PfC group piloted, monitored, and evaluated the coalition-building and community-planning process in the six pilot sites. The key findings of pilot site evaluations are included in the Appendix C. The two frameworks for coalition-building and community-based planning models were developed based on what was learned from the pilot sites (Appendix B).

Goal 2: To develop training modules and a Professional Development Center (PDC) technical assistance plan.

Objective 1: To create a training module to help communities establish cross-agency collaboration and a comprehensive planning process that addresses consolidation, multi-year funding, and integration into the WIA system.

The PfC project identified two key factors that are critical to better serving the needs of adult learners and successful integration into the WIA system. One factor is the need for regional and local coalitions to serve as mechanisms to unify agencies for two purposes: (1) To develop a collective adult basic and literacy education representation on regional WIBs and (2) to successfully coordinate adult learner services at the local level. The second factor is the need for cross-training to successfully integrate adult basic and literacy education into the WIA system.

A PfC training package was developed to include multiple modules to help communities establish cross-agency collaboration and engage in a comprehensive community-based planning process. The training package was designed in a modular format that is portable and adaptable to specific training needs (Appendix D). Cross-training materials for successful integration into the WIA system by Title II providers are in need of further development and will be more fully addressed during Year Two of the PfC Project.

Objective 2: To develop a PDC implementation plan.

The PDC Implementation Plan was not developed during Year One. The Project recommends that the PfC Year Two grant be used, in part, to develop cross-training modules for delivery based on WIB regions through the WIB Adult Education Coalitions, as opposed to PDC regions.

The primary goal of Year One of PfC was to assess the training needs of WIB Adult Education Coalitions and local community-based planning (BCL) groups, to include consolidation, multi-year funding, and integration into the WIA system, and to develop a comprehensive training package to address those needs.

The PfC Project developed an environmental scan and a needs assessment that was completed by pilot sites. Pilot sites included both WIB Adult Education Coalitions and local community-based planning (BCL) groups in six regions of the Commonwealth. The WIB Adult Education Coalitions came into existence in January 2000 for the purpose of developing a collective adult basic and literacy education representation on regional WIBs and, as such, their membership includes only ABLE providers. The local community-based planning groups have been functioning for three or more years for the purpose of developing a comprehensive and coordinated delivery system of adult learner services (to include local CareerLink Center activities) and, as such, their membership includes a diverse group of local adult basic and literacy education stakeholder agencies. The two groups differ in membership and purpose, but together provide a comprehensive mechanism for the successful integration of adult basic and literacy education services into the WIA system at both the regional WIB and local CareerLink Center levels.

In summary, what we found was that many WIB Adult Education Coalitions were not functioning in the early stages of coalition-building as true collaborations. As a result of that finding and looking at what we have learned about the collaborative efforts of the longer-established BCL community-based planning groups, we confirm earlier BCL evaluation findings, as well as findings in other coalition-building research literature, that establishing collaborative partnerships requires work and time.

Final Products

The findings and subsequent activities of Year One of the PfC Project include the development of both a regional WIB Adult Education Coalition model and a local community-based planning (BCL) model for coalition building and a training package. Training materials were developed based on the degree and nature of collaboration among ABLE providers, and the degree and nature of collaborative between ABLE providers and other agencies. Training modules address internal issues within agencies related to (1) the awareness of the need for change and the willingness to implement change, and (2) the awareness for the need to collaborate and the willingness to collaborate. Training modules also address group process related to coalition building. Looking at these fundamental issues and processes that can either promote collaboration or act as barriers to collaboration, PfC staff developed a training package in a modular format that would be easy for agencies and groups to use as needed. The PfC Project is now working on further developing the Year One training package to include cross-agency WIB/CareerLink training modules.

Coordination and Dissemination

At this time, PfC staff are working with the Bureau of ABLE to develop a CareerLink Survey that will be sent out to all ABLE agencies. PfC staff will work with ABLE staff to analyze the results of the survey and will use that information to guide the further development of WIB cross-training materials and the provision of technical assistance to WIB Adult Education Coalitions.

The coordination and dissemination of the PfC Project training package and technical assistance activities support the ABLE Interagency Coordinating Council's Recommendations Two and Six. The PfC training package will be further developed during Year Two of the project to include WIB cross-training that both stresses the importance of a foundation of basic skills within the WIA system and helps ABLE providers integrate their services into local CareerLink Center activities.

PfC Project staff will provide technical assistance to WIB Adult Education Coalitions wanting to become a more effective collaborative organization. The final report and training package will be available through the Bureau of Adult Basic and Literacy Education, Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333 and AdvanceE.

Index of Appendices

Note: The materials included in the appendices have been compressed for inclusion in the final report.

Appendix A: Needs Assessment and Environmental Scan

Appendix B: Frameworks for WIB Adult Education Coalition and Local Community-Based Planning Models

Appendix C: Brief Summary of Pilot Site Accomplishments

Appendix D: PfC Training Package Topics

Appendix E: Subcontractor Materials

Appendix A

Needs Assessment and Environmental Scan

Definitions: A needs assessment examines local strengths and weaknesses, and identifies gaps between what currently exists and the desired or the vision for the future.

An environmental scan is a strategic model for thinking and planning for the future.

Purpose: To identify strengths, weaknesses, opportunities, and threats (SWOT) to the implementation of changes related to the delivery of adult basic and literacy education services and, in particular, integration into the WIA system.

Basic Instructions:

1. Please answer each question truthfully, not in terms of the ideal or where you hope to be in the future.
2. The purpose of this environmental scan is not to judge your current situation, but rather to guide the development of the community-planning models and assess their impact.
3. Completed forms can be put in sealed envelopes to ensure confidentiality.
4. Send completed forms to Linda Herr.

Adult Basic and Literacy Education Providers

Composition of Community-Planning Groups

1. Please list all agencies/programs that currently provide adult basic and literacy education services to adult learners in your community or WIB region.
2. Check the boxes that apply to each agency in terms of the services they provide.
3. Indicate the level of agency participation: N = does not participate in the group; S = some participation; R = reluctant participation; A = active participant in the group.

Agency	Level of participation	ABE	GED	ESL	Family literacy	Workforce development	Workplace literacy	Classes	Tutors	Distance education
1										
2										
3										
4										
5										
6										
7										

B. Participation of Adult Basic and Literacy Education Providers

1. How many of the agencies/programs are not active or reluctant participants in the local BCL community-based planning group
 - What are the barriers to their participation?
2. How many of the agencies/programs are not active or reluctant participants in the regional adult education coalition?
 - What are the barriers to their participation?

C. Community Stakeholders' Involvement in Local Community-Based Groups

1. List the stakeholder agencies that (1) work as partners in the delivery of adult basic and literacy education services, (2) provide support services to adult learners, or (3) refer adults to adult basic and literacy education programs.
 - Be sure to include county assistance offices, employment and training programs, CareerLink Centers, libraries, schools, social service programs, etc.
2. Include a brief description of the relevant service(s) they provide.
3. Rate the level of collaboration in delivering coordinated services: **NC** = no collaboration; **SC** = some collaboration; **RC** = reluctant collaboration; or **AC** = active collaborating partner.
4. Rate the level of participation in the BCL group: **NP** = no participation; **SP** = some participation; **RP** = reluctant participation; or **AP** = active participation.

Stakeholder Agency	Services provided	Level of collaboration	Level of participation
1			
2			
3			
4			

- How many local stakeholder agencies do not participate in the community-based planning group?
- What are the barriers to their participation?

Self-Assessment of Collaboration among Agencies

At the local community-based planning group level:

Rate each of the following in terms of your community-planning group.

1 = low level or needs a lot of improvement; 5 = high level or strong in that area.

1. Involvement of all community agencies that have a stake in adult basic and literacy education in the community-based planning group.

1 2 3 4 5

Comments:

2. Active participation of ABLE-funded programs.

1 2 3 4 5

Comments:

3. Level of communication among agencies.

1 2 3 4 5

Comments:

4. Level of awareness or understanding of programs and services offered by agencies.

1 2 3 4 5

Comments:

5. Agencies' willingness to share information about services.

1 2 3 4 5

Comments:

6. Agencies' willingness to share resources.

1 2 3 4 5

Comments:

7. Agencies' willingness to share clients and make referrals.

1 2 3 4 5

Comments:

8. Agencies' willingness to develop collaborative proposals for program funding.

1 2 3 4 5

Comments:

At the regional WIB level:

Rate each of the following in terms of your adult education coalition. 1 = low level or needs a lot of improvement; 5 = high level or strong in that area.

1. Involvement of all of ABLE-funded agencies.
1 2 3 4 5
Comments:
2. Active participation of ABLE-funded agencies.
1 2 3 4 5
Comments:
3. Level of communication among agencies.
1 2 3 4 5
Comments:
4. Level of awareness or understanding of services provided by all agencies.
1 2 3 4 5
Comments:
5. Agencies' willingness to share information about services.
1 2 3 4 5
Comments:
6. Agencies' willingness to share resources.
1 2 3 4 5
Comments:
7. Agencies' willingness to share clients and make referrals.
1 2 3 4 5
Comments:
8. Agencies' willingness to develop collaborative proposals for program funding.
1 2 3 4 5
Comments:

Change Work Sheet

Each agency should complete this form. The ways adult basic and literacy education services are funded and delivered are changing, as are client needs and expected outcomes. There are several issues that must be considered prior to initiating steps toward change. The answers to the following questions will (1) identify the level of awareness of the need for change and (2) indicate the degree of willingness to change.

Type of agency: _____

1. How is our organization doing on its own in terms of achieving desired outcomes?
 - Are we serving all adults in need of our services? If no, explain.
 - Are we providing all services needed by adults enrolled in our programs? If no, explain.
2. Are we providing a client-centered seamless system of services?
3. In terms of meeting the multiple needs of clients, how is communication among staff in our agency?
 1. Between staff in our agency and staff from other agencies?
4. Do staff receive all the information, professional development opportunities, and resources they need, when they need them?
5. Are staff aware of all adult literacy stakeholders in the community and how their services relate to ours?
6. Are staff working with other agencies? How?
 - Do staff refer clients to or receive referrals from other agencies?
7. Does our agency share its resources with other agencies? If no, why not?
8. Is our agency willing to be a collaborating partner as opposed to grant holder? If no, why not?
9. Are transitions smooth between programs/services in our agency?
10. Are transitions smooth between programs/service in our agency and programs/services offered by other agencies?
11. Knowing what we do now about the future, how effective will our organization be during the next three years if we continue to operate as we are now?
 - Are we prepared to meet the emerging needs of clients? Please explain.
 - Will we be in need of additional or different resources? Please explain
 - Do we need to expand our services to reach more learners or to meet emerging needs of clients? Please explain.
 - Do we need to develop new services to reach more learners or to meet emerging needs of clients? Please explain.
 - Do we need to redefine or focus existing services?

Staff Self-Assessment of Challenges

To be completed by paid staff members (program administrators, coordinators, teachers, tutor trainers, etc.) from different agencies.

Type of agency: _____

Staff position: _____

Please answer the following in terms of (1) the changing needs of adult learners and (2) the emerging changes in the way adult basic and literacy education programs are being delivered.

As a provider of adult basic and literacy education services:

1. Do I see the challenge in my situation?
2. Am I aware of the opportunities that can support or enhance my efforts?
3. Am I aware of the forces that might be working counter to my efforts or as threats to my efforts?
4. Do I understand the nature of the challenge in terms of the expectations of my agency, the funding source, and clients?
 - How do I see it?
 - Can I see it differently?
5. Who can best help me understand and deal with this challenge?
6. How might we help each other?
7. What would constitute effective action in dealing with this challenge?
8. What capabilities do I need?
9. How will I know if I am making progress or achieving desired outcomes?

Appendix B

Frameworks for WIB Adult Education Coalition and Local Community-Based

Planning Models

Framework for the WIB Adult Education Coalition Model

1. Number and names of counties in WIB region.
2. Description of the region as predominantly rural, urban, or suburban.
3. Population and literacy statistics of the region.
4. ABE providers in the region.
5. Services offered by ABE providers in the region.
6. Other adult basic and literacy education providers in the region and the services they offer.
7. Number and description of *CareerLink* Centers currently operational within the WIB region and plans for additional *CareerLink* Centers, including when and where.
8. Number of local community-based planning groups (BCL or other local adult literacy coalitions) operating within the region, including descriptions of who and where they are and what they do.
9. The name of the designated adult education representative on WIB and whether or not this person is an ABE provider.
10. The degree to which the WIB designee is collecting information, concerns, and questions from this group and presenting them to the WIB.
11. The degree to which the WIB designee is reporting what happens at WIB meetings back to the group on a regular and timely basis?
12. The status of adult education collective MOU.
13. The degree to which all ABE providers were included in the planning and writing of the collective MOU.
14. The degree to which all providers are happy with the MOU as written.
15. How the group views itself in terms of purpose and vision.
16. The degree to which all members of the group see the relevance, need, and importance of the group.
17. The leadership of the coalition.
18. The coalition's group structure and process.
19. The number of times has the group met to date (as of April 1, 2000).
20. Attendance of ABE providers at coalition meetings.
21. A description of group meetings.
22. Description of collaboration among group members.

Framework for the Local Community-Based Planning (BCL) Group Model

1. Description of the geographic region included in coalition.
 - Rural, urban, or suburban?
2. Demographics
 - Population
 - Literacy statistics
3. The local ABL providers who are active in the group and the services do they provide.
4. The number of local ABL providers who are not active in the group and why.
5. Other local adult basic skills providers and the services they provide.
6. Other agencies represented in the group.
7. Business representation.
8. Description of local *CareerLink* Center.
9. The degree to which the group interacts with the CareerLink Center.
10. Description of the evolution of leadership of the group.
11. Description of the evolution of group structure and process.
12. The group's vision and mission and how they evolved.
13. How often the group meets.
14. Attendance of ABL providers at meetings.
15. Description of group meetings and any changes since the first meetings.
16. Description of collaboration among group members and any changes.
17. Outcomes that have been the direct result of the group.
18. Outcomes that have been the result of collaboration initiated by group.
19. How the group currently sees itself contributing to WIA efforts and other initiatives that relate to adult basic and literacy education programs.

Appendix C

Brief Summary of Pilot Site Accomplishments

Lycoming County

The Lycoming County Adult Education Coalition utilized its role in this project to develop a systematic approach to plan for services under the Workforce Investment Act. These services will be coordinated to ensure a “seamless delivery system”.

The coalition will serve as a training mechanism on the local level for the CareerLink and Workforce Investment Services. This project assisted the coalition in finalizing its strategic plan which will be the focus for future direction. The planning mechanisms could be utilized for future replication in other areas.

The coalitions work has had a direct impact on services in the Northern Operating Consortium of the Central PA Workforce Investment Area. Family Literacy will be the model for adult education services for the Pregnant and Parenting Youth Component of the Welfare Employment programs.

Fayette-Westmoreland Counties

The Fayette and Westmoreland Coalition joined forces with the Washington, Beaver, and Greene Coalition to form the Southwest/ Adult Education Coalition. The coalition has been asked by the WIA Board to provide a quarterly update on adult education activities. This has proven that the WIA Board has recognized our Adult Literacy Coalition. The Coalition provided six hours of training to twelve Human Service providers in adult sensitivity and case management. The members meet on an ongoing basis with the County Assistance office and CareerLink to discuss the coalition and its efforts. The PFC grant has enabled adult providers to provide a seamless system for adult students that specifically pertains to student assessments and the student portfolio.

West Philadelphia

West Philadelphia indicated noticeable outcomes in two areas:

- For the first time, administrators of programs offered in West/Southwest Philadelphia came together to discuss services offered and plan together. This included large organizations including the School District of Philadelphia, Community College, and the Center for Literacy as well as, small organizations such as Southeast Asian Mutual Assistance Coalition, Nationalities Service Center and IHM Center for Literacy &GED Program.
- A matrix of services was compiled for West and Southwest Philadelphia demonstrating populations served, types of services, sites, and number of people served for each agency. Site data were placed on a detailed map of the area for discussion on over-served and under-served areas.

Huntingdon-Fulton Counties

This pilot site has matured so that they could talk about turf and funding without the usual territorial defensiveness. Their current strength rests in their abilities to collaboratively set realistic and attainable goals. Group meetings have changed in that the agenda items are the result of specific goals we've agreed upon. As a result of the group, they have successfully managed administering GED testing for the county and established a successful website.

Wyoming Valley-Carbon County

The Wyoming Valley Learning Coalition has made impressive progress in bringing together adult basic and literacy education stakeholders within a four-county region to better serve adult learner needs. The Coalition is now working to obtain a table in the Wilkes-Barre CareerLink Center to serve as a help center for adult learners. They are also going to have a phone with voice mail and 1-800 connection so the region can stay in touch. In particular, the coalition accomplished the following major agenda items:

- Established a web page for the coalition at www.nepalc.org and revised coalition membership directories and brochures.
- Sponsored a book sale at the Alternative Christmas Fair in Wilkes-Barre to promote reading and raise funds.
- Provided an area tutor training program for adult literacy volunteers.
- Sponsored a Miniature Golf Tournament in March 2000 to raise funds and increase awareness of adult literacy issues in the area.
- Organized a Regional Expansion Breakfast for adult literacy agencies in Northeast Pennsylvania in October 2000. Six counties were represented and Cheryl Keenan was the keynote speaker.

Cambria County

The Cambria Business Education Partnership are learning to work together. This is loosely knit group and is learning to partner together. Collaboration is considered to be a strengths among members. With the formation of the partnership, "we are now the key committee in Cambria County. At this point our committee is more workplace-literacy oriented than in the past." Members feel that they have, "primarily, brought education into the same arena as business and politics and it seems that we now have a closer working relationship among all three."

Appendix D

PfC Training Package Topics

A. Change

- Dealing with Change
- Group Member Change Worksheet
- Leading a Group toward Change
- Implementing Change
- Assessing and Reinforcing the Implementation of Change
- Innovative Strategies for Change
- Considerations in Promoting and Implementing Change
- Self-Assessment of Challenges Resulting from Change
- SWOT
- Barriers to Change

B. Collaboration

- What is Collaboration and What Does It Involve?
- Interagency Collaboration
- Rate Barriers to Collaboration

C. Coalitions

- What Is a Coalition and Why Is One Needed?
- Tasks and Skills Involved in Establishing and Operating a Coalition
- How to Organize a Coalition

D. Leadership and Group Dynamics

- Defining the Role of Group Leadership
- Ten Basic Responsibilities of Group Leadership
- Defining the Roles and Responsibilities of Group Members
- Planning Meetings
- Planning an Agenda
- Recruiting and Maintaining Active Participation in the Group
- From a Group member's Point of View

E. Teambuilding

- How a Coalition Is Like a Team
- Building a Team
- Basic Questions for the Team to Ask and Ask Again
- Common Problems in a Team
- Team Self-Assessment

F. Group Vision and Mission

- Developing a Group Vision
- Developing a Group Mission

G. Desired Outcomes

- Defining Desired Outcomes

H. Setting and Attaining Group Goals

- Success and Goals
- Setting Goals
- SMART Goals

- Visualization

I. Action Plans

- Developing and Implementing an Action Plan
- Collecting and Analyzing Information and Data

J. Evaluation

- Evaluating Progress
- Coalition-Building Evaluation Scale
- Impact Measures

K. Promoting Creativity

- Brainstorming
- Storyboards
- Avoiding Groupthink

L. Managing Conflict

- Conflict Resolution Techniques
- Negotiation
- Problem Solving
- Decision Making

M. Marketing

- Educational Marketing
- Marketing Survey Questionnaire
- The Marketing Plan
- Marketing Strategies
- Collecting and Analyzing Information and Data for Marketing
- Marketing to Recruit Adult Learner Participants

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ABLE Adult Education Coalitions

The success of the ABLE Adult Education Coalitions is dependent upon the willingness of coalition members to collaborate and work as a team to define a group vision and mission, set goals toward that purpose, and develop strategies to work toward the attainment of those goals. In addition to a willingness to collaborate, coalition members must be committed to active involvement in the process. Group members must be provided with the information and skills needed to establish themselves as a productive coalition and, equally important, to function as effective group members within the coalition and, also, as representatives of their own organizations. Group members must also be willing to look at change as providing opportunity, rather than as a threat.

Planning for Change

Planning for Change (PfC) is a community-based planning project funded through the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education. PfC has designed training materials and offers technical assistance to help guide the establishment, operations, and outcomes of adult basic and literacy education coalitions. These materials are based on the experience of the PfC project in building adult literacy coalitions and are supported by research and materials of experts in related fields.

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CHANGE

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Dealing with Change

Even if you're on the right track, you'll get run over if you just sit there. Arthur Godfrey

Attitudes about change vary and influence the way an organization remains competitive and how well it serves its customers. These attitudes can include:

- A willingness to participate in change.
- A concern about the degree of responsibility taken in initiating or implementing change.
- Optimism or pessimism about change.
- A victim mentality, basically defined by the perception that change is mandated regardless of local thought or consequences.

When forced to change, people tend to take one of six approaches to change:

1. Avoidance: which is characterized by ignoring change, often because those involved have no idea what is happening.
2. Apathy: which is characterized by sitting and watching change happen, often because those involved don't care or don't care anymore.

3. Resistance: which is characterized by attempts to fight change, often because those involved believe it shouldn't be happening.
4. Reaction: which is characterized by waiting for change to happen and then adjusting to the change.
5. Anticipation: which is characterized by expecting and preparing for change.
6. Creation: which is initiating change and making things happen.

Booth, N. (1997). *Strategies for Fast-Changing Times*. Prima Publishing.

It is impossible to win the great prizes of life without running risks. Theodore Roosevelt

Group Member Change Worksheet

Using the six approaches to change, ask group members to consider and answer the following. The responses can be used to guide the development of strategies to implement change.

1. What changes are happening around you?
2. What are the potential impacts of change in different areas of your job?
3. How do you feel about these changes?

-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
Extremely negative											Neutral			Extremely positive						

4. When have you avoided change? What were the consequences?
5. When have you resisted change? What were the consequences? How could you have handled the situation differently?
6. Have you ever used the apathetic approach to change? Why? What were the consequences?
7. What potential changes do you need to react to? How can you handle these changes successfully?
8. What changes do you anticipate? How can you begin to plan for those changes?
9. What changes do you think you should initiate? Why and what are the consequences?

Leading a Group toward Change

There are three basic stages of leading a group toward change:

1. Changing attitudes.
 - Letting go of the old is difficult because it is hard to let go of the familiar — if change is forced too quickly, there will be resistance.
2. Creating a willingness or desire for change.
 - Transitioning between old and new requires clear and concise communication about the change — you must explain (a) how external forces have changed things and what has resulted and (b) what the present situation is and what will happen if change is not made.
3. The vision for the future, specifically:
 - What is being lost and gained;
 - What will happen as a result of change; and
 - What the change will mean to your profession, agency, clients, and community.

Implementing Change

How change is reacted to and accepted will vary among staff and agencies. Change creates stress, but can also create group energy that can become creative or innovative.

In order to help group members with change:

1. Maintain regular and positive communication at all levels of the organization.
2. Keep all members active in the process of change.
3. Create a plan to implement change.
4. Establish a support system for change.
5. Develop a transition team to help guide and support the implementation of change.
6. Develop a safety net for those who may need it.
7. Create high levels of group synergy to connect staff and agencies—in other words, create a team.

Assessing and Reinforcing the Implementation of Change

- Develop a step-by-step plan based on measurable objectives.
- Assess attainment of objectives on a regular basis.
- Document and report positive outcomes of change as they occur.
- Develop strategies to deal with negative outcomes of change.

Those leading change must remember that:

- People have different ways of reacting to and beginning change, and process change in different ways at different rates.
- Communication is the key — listening is just as important as talking.
- Change will affect different people and agencies in different ways.
- The vision for the future must be shared among all group members.

Innovative Strategies for Change

According to Peter Drucker in *Managing the Non-Profit Organization* (1992), most often there is no lack of ideas, usually what lacks is the willingness and ability to convert those ideas into effective results.

- The successful non-profit organization recognizes opportunities and has innovative strategies in place to transform opportunities into realities.

Past success has often ruined an organization, usually because those organizations basically retired on the job. Sooner or later, growth slows down and the organization plateaus.

- If the market grows or changes, the organization must change with it or it will become marginal.

Non-profits don't have a bottom line and tend to look at serving a need as an adequate purpose and outcome. Consequently, they don't produce results that make them consider redirecting their resources.

Non-profits must review, evaluate, and consider critical choices on a regular basis. It is important that organizations look for opportunities, and develop and implement innovations.

Strategies make accomplishments. According to St. Augustine, one prays for miracles, one works for results.

A basic strategy is to refocus and make changes when the organization is successful.

1. Continual improvement prevents an organization from resting on its laurels and risking a fall or retirement.
2. Change must be perceived as a potential opportunity rather than as a threat.
3. When and where possible, focus efforts for change on past successes and then build on, improve, or change them.
4. The responsibility for this type of change begins at the top of the organization; however, new things need staff commitment, time, and attention to grow and succeed.
5. All new or innovative changes have risks and run into problems—as such, staff responsible for implementing change must be committed to the idea, comfortable with taking risks, and secure within the organization.

6. Look both inside and outside of the organization for opportunities. Looking inside reveals the direction for change and looking outside identifies opportunities for change.

7. *Marketing* is a crucial component of change.

- Some companies or organizations strive to be the first to bring out new products and dominate the market.
- Other companies or organizations are creative imitators that improve on others' innovations.
- Still others develop their own niche and specialize. Successful non-profits often develop a specialty and, in so doing, don't try to do everything for everybody.

Innovative strategies need marketing:

- A way to bring the innovation to the marketplace; selling has to be built into planning change.
- An effective marketing message and plan.
- A target population who welcomes the new.

Common mistakes in implementing change include:

1. Going from the concept or idea stage to a full-blown operation.
 - Time is needed to pilot, evaluate, and make changes or improvements.
 - Experience reports that many innovations have a very different market from the one that was originally intended.
2. Repairing the old to save time and money can be costly compared to developing the new. In other words, decisions must be made as to the best course of action — improving upon what exists or redirecting and starting over.
3. Using the same strategy because it has been successful in the past can also be a mistake.
4. Not assessing why a strategy doesn't seem to be working.
- When a strategy doesn't seem to be working, it may be a sign that a new strategy is needed or it may need a little more time. Try a second time and if it doesn't work, move on to something else.

Considerations in Promoting and Implementing Desired Change

1. Are there models and strategies that others have used successfully to create the same or similar desired changes and obtain the same or similar desired outcomes?
2. Can change be implemented most effectively in small steady steps – in other words, improvement by evolution?
3. Is there a need to break unwritten rules and policies or change written rules and policies?
4. Do current practices need to be dismantled and rebuilt, reinvented, or redefined?

Self-Assessment of Challenges Resulting from Change

1. Do I see the challenge in my situation?
2. Am I aware of the forces that might be working counter to my efforts (threats)?
3. Do I understand the nature of the challenge?
4. How do I see it? Can I see it differently?
5. Who can best help me understand and deal with this challenge? How might we help each other?
6. What would constitute effective action in dealing with this challenge?
7. What capabilities do I need?
8. How will I know if I am making progress?

Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Develop a matrix to determine strengths, weaknesses, opportunities, and threats (SWOT) in terms of a desired change. Define the desired change and list the related *strengths, weaknesses, opportunities, and threats* that will either work for or against the desired change.

Strengths	Weaknesses
Opportunities	Threats

- How can strengths be employed to create change?
- How can opportunities be used to foster change?
- How can weaknesses be addressed?
- How can threats be minimized?

*Focus on limitations 2% of the time and resources and solutions 98% of the time.
Analyze problems in ways that redefine problems as challenges.*

Barriers to Change

Identify the barriers or constraints that prevent action toward change. Think about each barrier and evaluate it in terms of the following. Use the information to develop or redirect strategies for implementing change.

Is it a:

- Realistic and rigid barrier.
- Moderately firm barrier (such as a standard policy or practice).
- Flexible barrier.
- Illusionary barrier (mostly perception and only partly based on facts).

One major corporation found that over 95% of the barriers identified by its foremen and first-line supervisors were either flexible or illusionary.

COLLABORATION

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What Is Collaboration and What Does It Involve?

Collaborative partnerships are alliances that are often used to solve or improve community problems.

- Collaborations encourage people to unite to make a difference. Because these collaborations bring people, agencies, and organizations together from all parts of the community, their efforts often have the weight to be successful.

Collaborations are a powerful way to improve communities.

- What makes one issue a problem usually affects other things and, as a result, other organizations, as well.
- Through collaboration, problems can be defined as being connected to other issues, people, organizations, and services — resulting in mutually beneficial results.

It's important that a collaboration is as inclusive as possible, including individuals from different agencies and organizations; different sectors of the community, such as representatives from schools, business, and the government; and different levels of representation, from the community, the county, the region, the state, and/or nation.

Some partners in a broad collaboration offer support and technical assistance for community partnerships.

- These organizations can help collaborations build on the core competencies that are necessary for working on community issues. Core competencies may include community assessment, strategic planning, advocacy, leadership development, staff training, and evaluation.
- Funders and governmental agencies are also important members of collaborations because they can help create the conditions for community partnerships to be successful.

There are four basic criteria for collaboration.

1. Relationships are the foundation of a collaboration and must be built on trust and respect.
2. Partners must share the same values in terms of solving problems.
3. Partners must share the same vision for the future — this generates and maintains the energy to work through the rough spots.
4. A collaboration must be fluid and flexible, and responsive to change.

Interagency Collaborations

There are four basic parts to an interagency collaborative partnership:

1. Community assessment and planning.
2. Community action and intervention.
3. Community and systems change.
4. Improving more distant outcomes (the long-term goals).

*Interagency collaboration is fundamental to community-based planning.
The process of collaboration begins within each agency or organization.*

Within each organization:

There are several questions that must be asked prior to initiating steps toward change. The answers to these questions will (a) identify the level of awareness of the need for change and (b) indicate the degree of willingness to change.

1. How is our organization doing on its own?
2. Are we serving current adult learning needs?
3. Are we achieving our desired outcomes?

5. How is communication among staff?
6. Do staff receive the professional development opportunities they need?
7. Are staff aware of other adult literacy stakeholders in the community and how their services relate to ours?
8. Are staff connected with other agencies?
9. Do staff refer clients to or receive referrals from other agencies?
10. Are transitions between programs smooth?
11. How effective will our organization be if we continue to operate as we are now?
12. Are we prepared to meet the emerging needs of clients?
13. Do we have limited resources?
14. Do we need to expand our services?
15. Do we need to develop new services?
16. Do we need to focus services

Coming together is a beginning; keeping together is progress; working together is success. Henry Ford

Rate Barriers to Collaboration

Rate each of the following barriers in terms of your own organization and, then again, in terms of the degree of collaboration you feel exists among agencies within your community. The high ratings will indicate areas that need to be addressed as you begin the collaboration process. (1 is low, 5 is high)

1. Turf issues or concerns and mistrust.	1	2	3	4	5
2. Little or no history of cooperation or collaboration.	1	2	3	4	5
3. Limited resources or competition for resources.	1	2	3	4	5
4. Poor communication.	1	2	3	4	5
5. Lack of awareness or understanding.	1	2	3	4	5
6. Lack of a common vision, goals, or desired outcomes.	1	2	3	4	5
7. Unquestioned opinion accepted as fact.	1	2	3	4	5
8. Reluctant group members.	1	2	3	4	5

COALITIONS

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What Is a Coalition and Why Is One Needed?

A coalition is a group of organizations and individuals working together for a common purpose.

- Coalition building is needed when one organization recognizes that it alone does not have the technical capability or people power to have a real impact on an issue.
- Because issues tend to be complex, they often involve wide audiences of service providers, customers, and clients. As such, when attempting to resolve an issue or reach a goal, it is often necessary to include nontraditional vested-interest groups.
- Coalitions should enhance image, save time, result in better services, and promote the innovation of new programs.
- Generally speaking, coalitions set priorities for action, identify specific data and informational needs from other groups and agencies, carry out the plan, broaden the development of new audiences, report the results of coalition activities, and improve the capacity for providing information to citizens, interest groups, and policy-makers.

Tasks and Skills Involved in Establishing and Operating a Coalition

In general, there are two types of coalitions:

- An issue-oriented coalition that focuses on one particular issue.
- A multi-issues coalition that has related issues. This is a more permanent type of coalition that recognizes the value of mobilizing together for action over a longer time.

A coalition must perform certain tasks in order to function efficiently and effectively.

These include:

- Organizing the coalition.
- Establishing leadership.
- Involving all stakeholders.
- Obtaining commitment from group members.
- Assessing needs and gathering background data.
- Developing a vision and writing a mission statement.
- Determining short and long-term goals and objectives.
- Developing an action plan and specific strategies.
- Implementing the plan.

- Marketing.
- Evaluating the work as the coalition progresses.
- Exploring new opportunities.
- Determining ways to recruit and orient new members.

How to Organize A Coalition

Start with a core group who share the same concerns and are interested in forming a coalition to address those problems.

- Define the issues and purpose of the coalition.
- Write a tentative statement of purpose to use when inviting stakeholders to the first meeting.
- Identify all stakeholders.
- Invite stakeholders to a first meeting.
- Hold the meeting in a neutral location on a date and at a time that will be convenient to as many as possible.
- Identify a first meeting facilitator in the initial call or letter, but make it clear that it is anticipated that a group leader will be elected at the first meeting.
- Ask each individual to come prepared by bringing their address card file, appropriate newsletters, organization membership books that include their mission statements and plans for action, and telephone books for agency phone numbers.

At the first meeting:

Work through a team building exercise.

1. Pair those attending with someone they don't know.
2. Ask them to introduce themselves briefly by telling the other person at least one and no more than three groups they belong to, and a skill or talent they possess.
3. Ask each pair to introduce their partner using the other person's name, where that person is from, the groups the person belongs to, and a skill or talent the person possesses.
4. After everyone has been introduced, comment on the number of groups mentioned, the various skills named, and how this is a beginning to build an effective coalition.

Conduct a brainstorming activity to add to the list of participants.

1. Maintain brainstorming rules that instruct that all ideas should be listed and no criticism should be made of any of these ideas.
2. Use a newsprint pad, marker, and ask for a recorder.
3. Open brainstorming and note answers on appropriate newsprint sheets.

Ask:

- Who is involved? Who else should be asked to join?
- Who might gain? Who might lose?
- Who controls the resources that could help resolve the issue?
- Who has the power to affect the issue?

Collect information from each group in attendance, to include:

- Name and type of organization
- Director's name, address, phone, fax, and e-mail.
- Purpose or objectives of the organization.
- Communities served by organization.
- Description of services provided, clients served, and numbers of clients participating in services.
- How the organization acquires its funds. (Member dues, donations, government or agency funding, grants, other).
- Examples of types of projects the organization has sponsored.
- What the organization hopes to achieve through belonging to the coalition.
- What can the organization can contribute to the coalition.

Develop a mission statement for the coalition.

Begin to outline the mission of this coalition. The facilitator may need to further develop the statement and send it to attendees for comments at the second meeting.

Identify other groups to be invited to the next meeting.

- Discuss other organizations that would or would not support your issue.
- Knowing supporters and potential non-supporters helps the coalition develop a strategy.
- Decide who will invite other organizations to join in the coalition at the next meeting.
- When inviting groups to join the coalition, define the issue in a way that appeals to their self-interest.

Discuss and develop a group structure for future meetings.

- Identify who will continue as group leader.
- Discuss the agenda for the next meeting.
- Decide if committees are needed to collect information or to be responsible for particular tasks.
- Discuss and decide upon dates, times, and locations for future meetings.

LEADERSHIP AND GROUP DYNAMICS

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Defining the Role of Group Leadership

Anyone can hold the helm when the sea is calm. Publius Syrus

- Leadership is the art of influencing and directing people in such a way as to obtain their confidence, respect, trust, and willing cooperation.
- Anyone can be a boss, but only a person who has people working with him or her, rather than for or under him or her, is a true leader.
- The most important task of leadership is to anticipate problems and prepare the group for battle.
- Leaders are responsible for the accomplishment of organizational goals and objectives.

Decide upon the structure of leadership.

1. Choose a name for the group that describes the coalition and can be useful in publicizing activities.
2. Is there an Executive Committee? What is its role?
3. Is there a committee structure? What is the role of committees?

A shared leadership is most effective.

1. A **designated lead agency** should be responsible for the coordination of the group while a shared leadership is maintained. The lead agency may be the **primary contact**, may be the **fiscal agent**, and may be responsible for the coordination of the group.
2. An **Executive Committee** is an effective leadership structure.
 - Procedures must be defined for electing officers.
 - Roles and responsibilities of officers must also be defined.
3. A **committee structure** helps groups move forward toward attainment of group goals.
 - What committees are needed and who will serve on committees?
 - Who will chair committees?
 - Are committee chair people part of the Executive Committee?
 - How and when do committees meet and report back to the group?

Ten Basic Responsibilities of Group Leadership

1. To establish the format for conducting meetings.
 - The development of agendas, protocol, conflict resolution procedures, and definition of roles and responsibilities.
2. To initiate new ideas.
3. To keep the group goal-oriented.
4. To foster team-building.
5. To maintain group process.
 - To prevent individual members from dominating group discussions.
 - To halt side conversations.
 - To mediate differences.
 - To facilitate brainstorming and problem solving.
6. To keep the group focused and on task in a timely manner.
7. To encourage input from all members.
 - To delegate responsibilities.
 - To capitalize on members strengths.
8. To encourage members to think in new ways.

- To clarify and tie together comments from group members.
- To explain relationships between facts, ideas, and suggestions.
- 10. To facilitate group decision making.
- To ensure that controversial issues are thoroughly discussed.
- To stop any efforts to push through issues or decisions.
- To reach consensus.

Defining the Roles and Responsibilities of Group Members

1. How much time can group members commit to the group?
2. What relevant skills, expertise, and experiences do members bring to the group?
3. What resources are readily available to group members?
4. What are the relevant interests of group members?
5. Who is responsible for the meeting agenda and recording meeting discussions and decisions?

Planning Meetings

A meeting should not be a social event, nor should it be a battleground.

Scheduling Meetings

- Allow enough time for preparation or action.
- Schedule on a date that is convenient for as many members as possible.
- Avoid scheduling at the beginning or end of the week.
- Morning meetings are more productive than those later in the day.
- Make the location convenient, politically neutral, and comfortable.
- Check parking.
- Meetings should last only long enough to accomplish the purpose.
- Schedule breaks if the meeting lasts over an hour.

Meetings or meeting items have four steps:

1. Presenting the information.
- Be prepared to present the purpose, facts or ideas necessary to achieve the purpose.
2. Evaluating the information.
- Consider merits, consequences, pros and cons.

- Coming to a decision.
- Resolve the problem.
- 4. Taking action.
- Implement the decision.
- Make assignments with follow-up.

Running a Meeting

- Introduce participants, why they are there, what they do and have to contribute, etc.
- Seating at a meeting can be important.
- Seat members so that alliances or cliches are not reinforced.
- If you want group members to sit and listen, use classroom seating.
- If you want open discussion, use a round table.
- A rectangular table suggests sides and encourages dominant personalities sitting at the ends.
- If problem solving is on the agenda, do not seat opposing factions across from each other.
- Be sure to have all of the facts before discussing an issue or problem.
- Keep the meeting moving and on schedule.

- Use an agenda to guide and direct the meeting.
- Set ground rules for discussion, disagreement, etc.
- Set goals for the meeting.
- Stay task-oriented.
- Keep conversation relevant. Let everyone be heard.
- Summarize as you go along.
- Insist on conclusions and action.
- Help others express themselves when necessary.
- Keep discussion balanced. Allow disagreement, but not fights.
- End the meeting on a positive note and schedule the next meeting at that time.
- Keep a record of the meeting.
- Assign someone to take minutes that include date, time, members present, all agenda items, conclusions, assigned tasks, and date, time, and place of next meeting.

Planning an Agenda

- An agenda should provide information about the purpose of the meeting as well as the subject(s). Send one out prior to the meeting and provide one for each member at the meeting.
- It must give specifics as to date, place and time and duration of meeting.
- It must be clear, specific, brief but comprehensive.
- Include times for each topic.
- Tell what is expected of members. The more that is expected of members in terms of information or reports they are expected to share with the group, the more time you must give them to prepare.
- Keep to the agenda. Using an agenda to direct and guide every meeting will save the group time and serve as a checklist to make sure everything is covered.

Basic items to be included in an agenda:

Welcome

- Introductions
- Review of agenda
- Presentations of new information
- Status report on action items and assignments from last meeting (can be committee reports)
- Issues to be discussed or decided on
- Work that needs to be done in a full meeting
- Review of progress relative to the work plan and timelines
- Assignments (break out into committee meetings)
- Reminders of upcoming events
- Review of action items from this meeting
- Draft agenda for next meeting

Recruiting and Maintaining Active Participation in the Group

Commitment

The following rules for commitment should help keep all groups on the same track. The same rules apply for individuals.

- Each organization must be committed to the problem.
- Each organization must be committed to coordinate to solve the problem, not just gain public recognition.
- Each organization must be committed to the belief that every other organization has the right to be involved.
- Each organization must be committed to open communication.
- Each organization must be committed to coalition recognition, not individual recognition.

Involving All Stakeholders

- As the issue evolves and alternatives are explored, it is essential for coalitions to represent all sides of every issue.
- Stakeholders must include key decision-makers at all levels — agency, community, regional, and state.

- Each stakeholder must be represented in the coalition by someone who has the authority to make decisions for the agency.
- Bringing key decision-makers into the coalition at the beginning gets them interested in the issue and helps keep the issue alive through a more constant visibility with community leadership and the press.
 - Regular contact with decision-makers helps identify opposition and support.
 - Involving key decision-makers gives credibility to the coalition.

Recruitment and active participation of group members are ongoing tasks.

The first step in establishing a coalition is to identify all stakeholders in the community. Use the following list to guide the identification process for adult basic and literacy education stakeholders. The list is only the beginning and does not include all possible stakeholders.

1. Agencies that have adult basic and literacy education as their mission and primary function.
2. Agencies that provide services that require a foundation of basic skills.
3. Agencies that provide services that support learners as they work to attain educational, employment, and economic goals.
4. Employers and employment and training programs.

6. County assistance offices and welfare-to-work programs.
7. Workforce development specialists.
8. Community planning and economic development agencies.
9. Advocates and interested citizens.
10. Adult learners.
11. Local government officials.
12. Other educators.
13. Other human resource or social service organizations.

Group meetings must be productive and action-oriented to encourage member participation and promote member commitment.

1. Keep meetings active.
- Creativity, productivity, and efficiency should characterize meetings.
2. Keep meetings focused.
- Meetings will not go anywhere until the group has focused on one problem for a period of time and has put all of its energy into investigating and resolving it.
3. The group must be perceived as an entity in its own right.
- The group must be perceived as having prestige.

- The group mission must be perceived as a positive force for the future.
- Group goals must be perceived as realistic.
- Group members must feel the issues being addressed are of importance and relevance.
- 4. Respect and value the participation of members.
 - Each member must be perceived as important to the group.
 - Members must have a clear understanding of their group role and responsibilities.
 - All members should receive credit for group accomplishments.
 - All members should have worthwhile tasks and feel appreciated by the group.
- 5. Team building is the key to success.
 - Teams are more creative, can solve more complex problems, make better decisions, and do more to build individual skills and commitment than individuals working alone.
- 6. Group members must establish or strengthen relationships with other members.
 - Member partnerships are fundamental to commitment and group success.
 - Effective collaborations are characterized by win-win relationships among members.
 - Group members must feel a sense of connectedness to other members and the group.
- 7. Turf issues and concerns must be resolved.
 - Members must not be jealous of or feel competitive with other members.
 - Members must not feel that their domains are being threatened.

The higher the sense of commitment to the shared vision, the higher the probability that turf issues will not arise.

8. Collaboration must be perceived as a win-win situation.

- All members must feel they will gain by working together.
- The costs of collaboration must be perceived as less than the rewards or benefits.

To encourage active participation:

- Create an atmosphere that encourages participation — relaxed, friendly, and unhurried.
- Act as if you expect everyone to participate. Look for opportunities to include as many people as possible in discussions.
- Allow all members to express their thought. Encourage passive or quiet members to speak. Don't allow a few to dominate the discussion. Ask the right questions to the right people.
- Be sure that there is respect for differences of opinions and value differences as a means to develop creative solutions. Don't allow an individual to be harassed or embarrassed.
- Be sure credit is given where it is deserved.
- Respond to verbal and nonverbal signals.
- Use the group's talents and expertise.
- Allow conflict, but maintain focus on issues and not personalities. Encourage problem solving.

From a Group Member's Point of View....

Becoming Involved in a Coalition

The self-interests of your own organization should be analyzed before becoming involved in a coalition.

Ask yourself these questions:

1. What can be gained from joining with others?
2. Will the advantages outweigh the disadvantages?
3. How can we best communicate the demands of other groups to our members?
4. If we join a coalition, what are we promising?

To be a contributing and positive member of the group:

- Listen and try to understand others' points of view.
- Avoid editorializing.
- Offer the same courtesies that you expect.
- Speak clearly, loud enough to be heard without shouting, and at an even and appropriate pace.
- Use language that is understood by everyone — avoid jargon and acronyms.

Do not use offensive language.

Use the power of persuasion – Aristotle said, “The fool tells me his reasons, the wise man persuades me with my own.”

- Don’t interrupt unless necessary to stop a dominating speaker.
- Don’t get personal.

Speech is power; speech is to persuade, to convert, to compel.

Ralph Waldo Emerson

TEAM BUILDING

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How a Coalition Is Like a Team

The man who gets the most satisfactory results is not always the man with the most brilliant single mind, but rather the man who can best coordinate the brains and talents of his associates.

W. Alton Jones

A team is not just a group of people, it is a group of people who work together for a common purpose. Teams only matter if they make a difference.

- A team has clear, shared goals and all team members understand the team's purpose.
- A team includes people with different strengths, talents, experiences, approaches, and styles. A team has all the skills and knowledge needed to achieve its purpose.
- A team is critical to achieving goals, unless one person or organization has all the specialist skills and knowledge needed to attain that goal.
- In a team, everybody wins or everybody loses.
- Teams reduce complexity — every team member has a task and every team member knows who does what, where, when, and how.
- Teams increase creativity, as one idea tends to stimulate other ideas.
- Building a team requires work.

Building a Team

Teams normally go through several stages:

1. Forming when everyone is excited, but may also be somewhat anxious about the group.
 - This stage requires introductions, information, direction and purpose, and clarification of roles.
2. Storming which is often the most difficult stage when people are looking at the negative aspects of the group and its purpose.
 - This stage requires agreement on group processes, a balance of power and authority, and management of turf issues.
3. Norming when team members begin to reconcile some of their objections and begin to develop a sense of camaraderie.
 - This stage begins to use members' skills and expertise to further group goals.
 - Collaboration begins.
4. Performing when the team begins to really understand the group and its members.
 - This stage is when the group begins to manage change effectively.
 - Progress is seen.
 - Group process works.

Basic Questions for the Team to Ask and Ask Again

- ◆ Where should we be?
- ◆ Where are we now?
- ◆ What are the gaps?
- ◆ How do we close them?
- What happened?
- Why?
- What do we want to do about it?
- Do we need information or data?
- What are the causes of the problem?
- Does the problem recur?
- What are the client needs?
- What is the timeline?

Common Problems in Teams

1. Floundering – trouble starting or following through; digression and tangents.
 - Use an agenda and keep to it.
 - Bring discussions to a conclusion.
 - Assign tasks with timelines.
 - Agree to remind each other, in a friendly way, to stick to the point.
2. Arrogant team members who disallow any discussion in their areas of expertise or authority, reject ideas other than their own, and exclude other team members by using technical jargon, regulations, or concepts.
 - Agree that no area belongs to any one person or group.
 - Use those with expertise to present initial information to the team, but remind them that all team members have a voice.
3. Dominating team members who monopolize discussions, refuse to listen to others, and quickly dismiss or fail to pay attention to topics or discussions that are of little or no interest to them..
 - Maintain a balance of participation.
 - Structure discussion and, if necessary, keep time limits for speakers.

- Reluctant participants who remain passive and rarely speak.
- Ask quiet team members appropriate questions.
- Break the team into small groups to encourage more participation.
- 5. Turf issues.
 - Use conflict resolution strategies when necessary.
 - Hold meetings in a neutral location.
 - Manage time for all to speak.
 - Control seating arrangements to avoid "sides".
 - Keep discussion focused on topics, not personalities.
 - Disallow the retelling of bad history.
- 6. When opinions are treated as fact, motives are assumed, and particular team members' ideas are discredited.
 - Agree to make only those statements that can be supported with evidence.

Team Self-Assessment

Rate each on a scale from 1 to 5 (5 is the highest).

Every member understands the purpose of the group.

Low				High
1	2	3	4	5

Leadership is not autocratic.

Low				High
1	2	3	4	5

Group members possess the skills and knowledge needed to achieve the group's purpose.

Low				High
1	2	3	4	5

Trust and respect characterize the group.

Low				High
1	2	3	4	5

Group meetings help the group work as a team.

Low				High
1	2	3	4	5

The group regularly assesses how it is doing as a team.

Low				High
1	2	3	4	5

GROUP VISION AND MISSION

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Developing a Group Vision

We always hold to the hope, the belief, the conviction that there is a better life, a better world, beyond the horizon. Franklin D. Roosevelt

The vision is the starting point for collaboration.

Before a group vision can be created, all group members must share an awareness and understanding of relevant issues and must speak a common language.

- Group members must become aware of the different types of services stakeholder provide.
- Group members must develop an understanding of the different perspectives stakeholders bring to the group.
- Group members must understand the terms, definitions, and acronyms used by different stakeholders.

The group's vision should be a detailed description of the desired future.

1. To develop the group's vision, begin at the end — where you want to be in the future.
2. Describe how the group's work can produce the desired changes to promote and support the mission.
3. The process should encourage creative thinking in new directions.

4. The vision should provide direction for collaboration, offer opportunities for member participation, and promote member commitment.
5. The vision should consider past traditions and the community's history.
6. The vision should begin with the present and focus on the future taking into consideration emerging needs and issues.

There are two types of vision statements:

1. A broad-change vision
 - Mobilizes group interest.
 - Keeps collaborative efforts from becoming too narrow.
 - Avoids mini-projects of marginal gain.
 - Takes longer to accomplish results.
 - Is often more difficult to create change.
2. A short-term vision
 - Focuses on day-to-day activities.
 - Provides opportunities for short-term, concrete accomplishments.
 - May not be inclusive enough to attract support from the larger community.

The farther back you look, the farther forward you are likely to see. Winston Churchill

Developing a Group Mission

The group mission is the starting point for action.

- The group mission defines the unique purpose of the group in terms of creating change.
- It should define what the group will accomplish, where and for whom.
- The mission statement must be operational and must focus on what the organization really tries to do. And it must be kept up-to-date; abandon old things to take on new priorities.

The mission statement must:

- Be simple and clear, and build on strengths, resources, opportunities, and needs.
- Have the commitment of the group.

Before a group mission can be defined:

- All group members must share an awareness and understanding of relevant issues.
- All must speak a common language and must understand the terms, definitions, and acronyms used by different stakeholders..
- All must be aware of the different perspectives stakeholders bring to the group and the different types of services they provide.

DESIRED OUTCOMES

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Defining Desired Outcomes

Focus on outcomes first, process second — on results rather than means.

In General: Outcomes must be clearly stated so results can be recognized and understood when they occur.

- Define specific, measurable, achievable, and relevant outcomes with time lines.

The first set of outcomes will be those related to establishing a coalition that is comprised of committed stakeholders.

These are preliminary outcomes that have to do with the processes of establishing the group and developing interagency collaboration.

1. Outcomes in terms of the successful recruitment and active participation of members.
2. Outcomes in terms of the effectiveness of group leadership and group process.
3. Outcomes in terms of the group's ability to define a mission and shared vision, set short and long-term goals, develop and implement an action plan, and work towards the attainment of group goals.

The subsequent outcomes will be related to specific issues or problems that the coalition is addressing.

- These outcomes are the anticipated or desired results of interagency collaboration and community-based planning.
- Initial outcomes can be defined while developing a shared vision and group mission, and should reflect success in working toward both the vision and mission.

SETTING AND ATTAINING GROUP GOALS

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Success and Goals

Success depends upon the ability to set realistic and feasible goals.

Success requires:

- A goal with a definite purpose.
- A plan to attain that goal.
- The plan needs to be written down and periodically reviewed.
- The plan should utilize strengths, strengthen weaknesses, take advantage of opportunities, and circumvent threats (SWOT) so you have the best chance of succeeding.

Critical thinking is the key to success — knowing how to make sound decisions, analyze situations, be creative, meet challenges, be focused, able to prioritize, and be self-directed.

- There must be a desire to achieve, a belief that one can achieve. Research indicates that there are links between what you think and what you achieve (visualization).
- The ability to think and use resources to overcome barriers along the way are critical to success.

Setting Goals

A goal is a desired outcome that will enable you to obtain or achieve something that is important to you.

- Goals must be clearly stated and specific.
- Goals must be feasible and achievable.
- Goal attainment must be measurable and have realistic timelines.
- Goals can be long or short-term. Long-term goals can have shorter-term sub-goals.

Eleven Steps to Setting Long and Short-Term Goals

1. Identify a long-term goal in an area you want to improve.
 - State it in a positive way: "I will improve." instead of "I will stop doing."
 - Must be reasonable, reachable, realistic, and relevant.
2. Develop a short-term goal based on the long-term goal.
 - Identify one thing you can do to improve.
 - Must be reasonable, reachable, realistic, and relevant
3. Determine way to measure progress.
 - Break short-term goal down into steps, if necessary.

1. Identify benefits of goal.
2. Must be meaningful to the learner.
5. Identify obstacles to achieving goal and ways to circumvent those barriers.
6. Identify any special materials or help needed to attain goal.
7. Identify incentives for reaching goal.
8. Decide on check points to make sure plan is working.
9. Keep a copy of goal in an obvious place.
10. Evaluate progress.
11. Revise plan if necessary.

Heacox, D. (1991). *Up from Underachievement*. Minneapolis, MN: Free Spirit Publishing.

- The focus should be on improving services, improving the process, improving the way we work, and the way we train.
- Goals can involve working smarter, getting more of the resources we have, and how to better and more productively spend our time.
- Constant improvement means abandoning old goals and replacing them with ones that do the same things differently or do something different.

SMART Goals

Simple

Take complex tasks and break down into key subgoals that can be stated concisely and clearly.

Measurable

How progress is reported, includes qualitative goals, and must be a reliable source of measurement.

Accountability

Who is held accountable for attainment of goals (may be shared).

Negotiated goals most effective, however, some goals cannot be negotiated.

Relevant/ Realistic

Goals have multiple dimensions:

They must be relevant to the problems/ concerns that brought the learner to services (meaningfulness) and the services being provided.

They must be realistic to the learner and the setting (uniqueness of the situation, past performances, etc.).

Level of outcome must be realistic, not too easy or too hard, set higher targets based on realistic expectations.

Timely

Must have a time dimension to specify when goal is to be achieved.

Werther, WB. *Communication: Workshops Aid in Goal Setting*. Personnel Journal. Nov 1989. pp. 32-38.

Dangot-Simpkin, G. *The Dangers of Goal Setting*. Supervisory Management. April 1993.

Goals require a written plan.

Plan for Achieving Goals

Goal I want to achieve _____

Date for attainment _____

Steps I must take 1. 2. 3. Solutions to barriers 1. 2. 3.	Completion date	Possible difficulties 1. 2. 3. Who can help 1. 2. 3.
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Goals are measurable steps toward the attainment of the shared vision and group mission.

1. Goals must be clearly understood and acceptable to all group members.
 - Goals must represent the interests of the group and allow for all members to be successful.
 - Goals should be a blend of individual member goals that will further the mission of the group.
 - Group goals are never totally compatible with any one agency's goals; members must be prepared to compromise.
 - Time should be spent, when necessary, clarifying goals in order to develop member commitment to them.
2. Goals should include both short and long-term objectives.
 - What can be done first, that will be easy to accomplish, and start the group moving?
 - How can goals and objectives establish and maintain group momentum?
3. Goals and objectives must be clearly stated, measurable, and achievable.
 - Goals and objectives should have designated completion times.
4. Group goals should address Key Results Areas (KRA) defined by the group mission and vision.

Goal/Objective

Assigned to:

Report date:

Visualization

Athletes for more than 25 years have used visualization techniques to enhance their performances.

- A study of basketball players revealed that visualization during time away from practice enabled 50 percent of one team to increase its foul shot percentages above those of the other half of the team who participated in uninterrupted practice with no visualization.
- Research is finding more evidence of the power of visualization.

The Process of Visualization or Guided Imagery

The process of visualization involves programming the brain to perceive as-yet-unattained goals by imagining them. The brain can recall almost everything it has ever experienced in full sensory detail. Through visualization, you can tap into the brain's creativity to reconstruct a soothing image that feels, sounds, and even smells like the real thing. Visualization is actually mental practice.

- You repeatedly perform a certain task or activity in your mind until you achieve perfection.
- Because the brain makes no distinction between what it imagines and what it actually experiences, visualization is truly practice.

The trick is to make the visualization as detailed as possible so it closely resembles the real thing.

Some researchers believe that visualization is the most powerful way to activate the brain's potential — the most potent way to activate the brain's natural tendency toward effective intelligence.

- The brain provides itself with a clearly defined goal expressed as a multimodal visualization.
- The more vivid the visualization, the more clearly that goal is defined.
- By repeatedly visualizing the goal, the more practice the brain has at accomplishing this goal.

Visualization requires time, space, and quiet.

- The time needed to visualize varies on an individual basis. Some skaters visualize their entire four-minute routine before they go out on the ice. Political candidates often spend a few minutes visualizing their speech before going on stage. A second-to-second match is ideal, but just a few minutes can enhance performance.
- The space needed for visualization is an environment that is conducive to concentration.

The quiet needed is within your head – closing down the information receptors and focusing.

How do you visualize?

Visual images are created in the cerebral cortex. The cortex is a master of illusion. The sensory system tends to fill in gaps from the real world.

For example: have you ever proofread a letter and missed the missing words? Or have you ever thought you were taking a bite of whipped cream to find out that it was yogurt? Even if you like yogurt, your first reaction is likely to be unpleasant because your brain had a certain set of expectations.

- Project, don't predict, the future. This is not wishful thinking, it is a technique to achieve a reachable goal that is both quantifiable and has a specific timeline.
- The more you engage in profound, prolonged visualization, the greater your progress.
- A self-fulfilling prophecy is a visualization where you've pretty much concluded what's going to happen and hence increase the probability of it occurring.
- Focus on what you want, not what you want to avoid.
- Visualize using all of your senses—see it, hear it, smell it, and feel it.
- Closing your eyes and placing your hand on your chest, forehead, or cheek can help.
- Establishing a routine or finding a better time of day or week can help.

to practice visualization:

Start with an exercise in progressive relaxation.

- This is a stress reduction technique that involves sequentially tensing each muscle of your body and then letting go. You generally start at the feet and work your way up the body.
- 2. Focus on a scene, smell, touch, or a sound that's comforting and relaxing.
 - The smell of chocolate chip cookies baking.
 - The sound of chimes in the wind.
 - The smell of salt air.
 - The A at the top of your test,
 - A line from a favorite song.
- 3. Close your eyes and go back to a time when you were feeling wonderfully happy.
- 4. Imagine yourself there, with all of your senses.
 - Is the scene moving or static?
 - Is it in color or black and white?
 - Is the image above you, beneath you, or directly in front of you?
 - Is the image bright or dim?
 - How close is the image to you?
 - If the image is moving, do you perceive that image as fast- or slow moving?

- Is your focus consistently drawn to any particular element of the image?
 - Is the image central to the scene, or is it off to the right or left?
 - Is the image life-size, smaller or larger?
 - Are you in the scene or watching from a distance?
 - If the scene is in color, is there any one color that has a strong impact on you?
 - Is it a three-dimensional or a two-dimensional image?
 - If you are in the scene, are you talking or listening?
 - What do you hear or say?
 - Are certain word or sounds emphasized?
 - Where are sounds coming from?
 - How loud are they?
 - What kind of sounds are they?
 - During this process, are you feeling more relaxed or tenser?
 - Do you sense textures?
 - Is there vibration?
 - Is it hot or cold?
5. Do the same for a time when you were sad.
 6. Compare the differences between the two scenarios.

Practice Activity

Come up with three words that you habitually use to denote negative feelings. Replace them with empowering or positive ones.

Examples:

I feel angry

I hate X

I'm not learning fast enough

I'm overwhelmed

I'm nervous

I feel challenged

I prefer Y

Look how much I've learned

I'm in-demand

I'm energized

- These words can become metaphors that generate powerful images.
- Metaphors are figures of speech in which one thing is likened to another by being spoken of as if it were that other.
- A simile makes a comparison, but has no direct association. Similes allow the brain more room than metaphors do,
- If we say life is like a battle (which is a simile), it is very different than saying life is a battle (which is a metaphor).
- If life is a battle, then the image has a battlefield quality — it has winners and losers, attacking and defending, conquest and submission.

Practice Activity

1. Take the following global metaphors for life and develop mental images for them.
2. What rules of behavior would they dictate?
3. What would be best and worst outcomes you could expect from a life lived according to their terms?
4. What skills are required to survive in the world you've created around this metaphor?

Life is a:

- Battle
 - Dance
 - Party
 - Dream
 - Job
5. Now try to visualize what implications these metaphorical worlds would have for concepts like academic and career success, dealing with others, etc.
 6. Enter some situations and conversations as if you believed in one of these metaphors.
 7. See what effect it has on how you would approach events and pay attention to the reactions of others.
 8. You'll observe the power of the metaphors and how they may work against your goals.

ACTION PLANS

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Developing and Implementing an Action Plan

Define the Scope of Work

1. Define Key Results Areas (KRA).
2. Divide and assign work.
- Delegate work to committees, if a committee structure is being used.

Key Results Areas

Key Results Areas (KRA) are the different areas (issues/problems) the group must address and in which the group must achieve results (outcomes) in order to serve its mission and work towards its vision. KRA can be identified as part of the processes of defining desired outcomes and setting goals. Review both the group mission and vision to identify KRA.

For Each Work Assignment

1. Define KRA within each work assignment.
2. Define desired outcomes and set goals.
3. Determine information or data that are needed.
4. Collect information and data.

5. Determine positive and negative forces working for or against change (SWOT).
6. Develop an action plan.
7. Develop specific strategies.
8. Evaluate potential impact of action plan.
9. Implement action plan.
10. Evaluate.

Selectively focus on past, present, and future outcomes and conditions.

- Focus on the positive and the negative from the past and learn from both.
- Focus the majority of group time and energy on the present.
- Focus on the future to create strategies to sustain desired outcomes.

Action Steps:

Assigned To:

Completion Date:

_____	_____	_____
_____	_____	_____

Collecting and Analyzing Information and Data

1. What information and data are needed?
2. Has past work done in this area resulted in: Success in obtaining desired outcomes? Best practices? Effective models? Results-oriented strategies?
3. How will information and data be obtained and from whom or where?
4. Who will collect and compile what information and data?
5. How will information and data be reported?
6. Are additional information and data needed?
7. Where can additional information and data be found?
8. What will be done with the information and data collected?

EVALUATION

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Evaluating Progress

What is the potential impact of action strategies on:

- Current clients?
- Potential clients?
- Organizations, agencies, or groups?
- Services
- Resources (skills, time, people, funding realigned to focus on the issue)?

Evaluating the success of the group is critical to establishing and maintaining group momentum and commitment.

- Evaluating success requires clear statements of desired results that are measurable and achievable within a designated time period.
- Measures of success must be built into all aspects of the group process. The group vision, goals, objectives, and desired outcomes should all include measures of success.

valuation should be viewed and implemented in two ways:

1. As an ongoing means of monitoring and improving group work.
 - To keep the group on track.
 - To provide ongoing feedback to group members.
2. As a means to determine success and identify accomplishments.
 - To acknowledge both short and long-term successes and accomplishments.
 - To build and maintain group member interest and active participation.

Coalition-Building Evaluation Scale

(adapted from Applebee, G)

Circle the number that best rates each item in terms of your community-based planning group and make any additional comments or suggestions for action.

1. Goals: Group goals must be developed, understood, and accepted by all members.

<u>Low</u> <u>High</u>				
1	2	3	4	5

2. Desired Outcomes: The group must identify desired outcomes that can be achieved by working together.

<u>Low</u> <u>High</u>				
1	2	3	4	5

3. Leadership: Leadership must be able to move the group toward the attainment of the group vision and goals in a timely manner.

<u>Low</u> <u>High</u>				
1	2	3	4	5

4. **Commitment:** Members must be committed to working together to achieve the group vision and goals.

<u>Low</u>		<u>High</u>	
1	2	3	4
			5

5. **Communication:** It is important to promote communication within the group and establish systems of communication outside of the group.

<u>Low</u>		<u>High</u>	
1	2	3	4
			5

6. **Turf:** Turf issues and concerns must be resolved.

<u>Low</u>		<u>High</u>	
1	2	3	4
			5

7. **Diverse Representation:** The group should include a diverse representation of stakeholders sharing an interest in and commitment to adult learning.

<u>Low</u>		<u>High</u>	
1	2	3	4
			5

Impact Measures

(adapted from Bergstrom, A. et al)

Adult Learner Impact: What changes have occurred in adult learners or adult learning as a result of interagency collaboration and community-based planning efforts?

Services Development: What changes have occurred within groups, agencies, and organizations as a result of interagency collaboration and community-based planning efforts?

Systems Development: As a result of interagency collaboration and community-based planning, what changes have occurred in how individuals, groups, agencies, and organizations work together toward a shared vision and common goals.

Resource Development: As a result of interagency collaboration and community-based planning, what changes have occurred in the availability and use of resources including time, skills, money, and people?

PROMOTING CREATIVITY

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Brainstorming

Brainstorming is a technique used to generate ideas or solutions. The results are ideas that come from and are owned by the group and incorporate the creativity of all group members.

Steps:

1. Specify and clarify a problem or question.
2. Assign someone to record all ideas or solutions on a flip chart.
3. Every is asked to call out ideas.
4. All are recorded, even those that are very similar.
5. Nobody is allowed to comment on, change, or criticize any ideas.
6. Whatever is called out is written verbatim.
7. When the group runs out of ideas, those on the flip chart are grouped by common elements.
8. The group then assesses the ideas and crosses out those that are completely unrealistic or not feasible.
9. The remaining ideas are assessed using criteria developed by the group.
10. The goal is to come up with one or two possible options.

Storyboards

Storyboards are groupings, graphs, or flowcharts that sort, organize and illustrate ideas.

- Group members can make individual contributions that can be clustered in a chart format.
- A flowchart can be developed to illustrate stages or phases of a project.
- Storyboards can bring together a range of ideas or needs.
- Storyboards can provide the basis for action plans or committee tasks.
- Storyboards can be used to evaluate progress.

Avoiding Groupthink*

Groupthink is when group members begin to censor their ideas to conform with the group.

- This can happen for a variety of reasons, including lack of diversity in the group, not valuing one's own ideas, and pressure from more dominating group members.
- The danger is dominating positions and perspectives.
- The result is a lack of creative options.

To avoid groupthink:

- Group leaders should refrain from stating their opinions at the beginning of discussion.
- Brainstorming can be used.
- Outside experts can be invited to speak to the group.

*from Scholtes, P., Joiner, B., & Streibel, B. (1996) *The Team Handbook*

MANAGING CONFLICT

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Conflict Resolution Techniques

Conflict is inevitable and natural. Conflict can actually encourage creativity and result in better solutions to problems. However, conflict must be handled effectively to end in a win-win solution for all parties. Several techniques are outlined below.

Negotiation

Successful negotiations require planning and benchmarks for evaluating options.

- Without planning, negotiators surrender the initiative to come up with options and reduce the overall quality of options presented.

Negotiating involves a goal, options, alternatives, and a commitment to follow through.

1. A goal that is clearly understood and stated.
- The goal must be an outcome that is acceptable to both parties.
2. Options for agreement.
- When considering or developing options, don't focus solely on what you want because it will leave you unprepared for responding to the interests and needs of the other party.

Don't remain narrowly focused on your position because it will leave you unprepared for problem solving and the possibility of new options.

- Value differences and attempt to use them to encourage creativity in developing options.
- Strive to find options that result in more for both as opposed to dividing the existing into parts.

3. Assess the risks of options.

- Consider the timing of options.
- Consider the perceptions of all sides and constituencies.
- Create options that present ways to maximize joint gains.
- Inventory skills and resources of both parties — (1) combine or pool similar skills and resources to produce a mutually desired outcome or (2) combine different skills and resources to produce a mutually desired outcome.

4. Alternatives

- Not every negotiation will end with an option that is acceptable to both parties.
- A walk-away alternative can be defined by cost limits or by a better offer somewhere else.
- Alternatives can be based on knowledge of other ways of accomplishing something.

The important thing is to know what alternatives exist prior to negotiating so you can evaluate options in comparison to alternatives. Moreover, it is important to know if alternatives can be strengthened or improved upon.

5. Commitment to follow through.
 - Know what is “done.”
 - Determine needed actions to reach agreement.
 - Decide on how to finalize the agreement – contracts, signatures, etc.

Negotiating requires:

1. Knowing and considering the interests of both sides.
 - Don’t focus on an initial demand with a minimum and maximum that is acceptable – this results in a battle for dominance.
 - Don’t focus on your needs because an acceptable option must also satisfy their needs.
 - Look at why you want what you want and why they want what they want to understand the reasons for your interests. Be sure to consider relevant parties and constituencies from both sides.
 - Prioritize your interests based on the reasons to help you evaluate and compare options.

Separating people and relationships from issues or problems.

Consider what might be causing misunderstandings, concerns, fears, lack of trust, etc.

Identify ways to reduce or eliminate these barriers.

3. Good communication.

- Don't focus or plan what you are going to say as it limits your ability to listen and understand what is being said.

- Be aware of how the other party is perceiving what you are saying.

- Clarify assumptions and reframe your thoughts to clarify your perspective.

4. Knowledge of the legitimacy of options.

- Know if the proposed option is fair, based on external standards or precedents.

- Think of fair in terms of a range of fairness.

- Consider getting expert opinions or an arbitrator to make a decision.

- Investigate other negotiations in which your counterpart has a position similar to yours in this negotiation.

Problem Solving

Basic Problem-Solving Strategies

1. State the problem in as many different ways as possible to make sure you understand the problem. *A problem that is understood is half-solved.*
2. Get the facts to determine what is known and what information is needed.
3. Analyze the situation and assumptions to determine if they are valid.
4. Based on what you know, restate the problem and begin to develop as many solutions as possible.
5. Review all solutions and select the one that best solves the problem.

Factors and issues characterize problems; identifying major factors and issues is an important first step toward solving the problem.

- **Factors** are things, circumstances or conditions that cause something to happen.
- **Issues** are points to be argued regarding factors.

For example: The major factor of a car accident is that one driver crossed the middle of the road into the path of an oncoming car. The issues include why the driver crossed into the path of the other car – driving under the influence of alcohol, speeding, mechanical failure, etc.

problems should be resolved in two directions: (1) focusing on and moving toward a single point (converging) and (2) considering new information or alternative solutions (diverging). *Both are needed for effective problem solving.*

1. Converging focuses the view of a problem.
 - Converging activities identify factors and issues, and differentiate between fact and assumptions.
2. Diverging opens the mind to new ideas.
 - Diverging activities include brainstorming which results in a list of possible problems, causes of problems, or solutions to problems — the more ideas the greater the likelihood of one that works.

Making Decisions

There are two ways to make a group decision — voting and reaching a consensus.

1. Voting is the most common choice, takes less time, and results in a decision.
 - The drawback is that it is a win or lose situation.
 - Use when all members are equally informed and understand others' perspectives.
 - Be sure to have a plan to deal with "losers" of a vote.
2. Consensus is usually more effective, but is often more time-consuming.
 - Consensus is a search for the best decision or solution using everyone's thinking and perspectives.
 - As more ideas are discussed, a synthesis takes place and often the final decision is better than any single idea offered.
 - Consensus takes into account all points of view and usually results in a decision that is supported by more members.
 - Consensus is best when decisions are important or have a wide-spread impact.
 - Consensus is not a majority vote — nor does it mean that everyone gets exactly what they want.
 - Consensus does mean that everyone understands the decision and can live with it.

MARKETING

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Educational Marketing

Goals

The two basic goals of educational marketing are (1) to create awareness and (2) to recruit potential learners to the services offered.

Marketing strategies:

- Should be a multi-faceted attempt to design and implement programs that will be of use to adult learners, communities, and society.
- Require a thorough understanding of potential learners and a willingness to adapt programs continuously based upon information about learner needs, goals, and life circumstances of participants.
- Can guide the planning of programs, the delivery of services, and the design of educational activities.
- Can improve a program's ability to address the learning needs of adults.

Marketing Survey Questionnaire

1. What is your product (services)?
2. Who are your current customers?
 - Where are they? How many?
 - How did you reach them?
3. Who are your potential customers?
 - Where are they? How many?
4. Do your potential customers need your services?
 - Do they know they need your services?
5. What are the benefits of your services?
6. How can you reach your potential customers?
7. What are the strengths/opportunities (reinforcing forces) that promote/support participation in your services?
8. Benefits to current clients?
9. What are the weaknesses/threats/barriers (limiting forces) to participation in your services? For example, transportation, childcare, etc.

The Marketing Plan

Definition: Getting the right goods and services to the right people at the right time and place with the right communication and promotion.

Marketing is:

- Getting the right message to the right individuals at the right time and place with the right communication and promotion (increasing awareness and support).
- Getting the right services to the right clients at the right time and place with the right communication and promotion (increasing client participation).

Marketing strategies include a market survey to identify potential clients, customers, and other stakeholders in adult literacy.

- Potential target populations will be identified with plans for attracting and keeping them.
- Target population profiles will be developed to describe the type of population reached by certain types of media and marketing strategies.

- Marketing strategies must be developed to promote adult basic and literacy education.
- Publicity strategies can include the unpaid use of mass media, community involvement events and strategies, word-of-mouth strategies, and personal contact with potential clients, customers, and stakeholders.
 - The potential of the media should be explored in terms of its effectiveness in reaching target populations and will include the following concepts.

There are two kinds of marketing:

Advertising

- Business name and logo.
- Paid use of mass media (advertising).

Publicity

- Unpaid use of mass media (publicity).
- Community involvement.
- Word-of-mouth.
- Personal contact with potential clients and possible referrals.

Marketing Strategies

Market research: Identifying and analyzing demographics to design programs to respond to population needs and changes that can affect enrollments.

Market segmentation: Breaking the potential population of adult learners into distinct groups to focus on the needs of specific groups.

Learner profiles: Collecting and analyzing information about current learners' needs, goals, beliefs, and preferences to design responsive programs.

Responsive planning: Continually refining programs based on information about current and potential learners to better meet their needs.

- Planning programs that support learners who lack confidence.

Minimizing costs: Monitoring costs of participation including incidental monetary costs (travel), time spent away from work and family, and psychological costs (fears) to make it easier for adults to participate and making participation non-threatening.

Maximizing access: Making decisions about facilities, locations, operating hours, and other access-related issues to ensure that all learners with special needs can participate.

Communicating with publics: Establishing comprehensive, clear, and consistent communication with all persons and groups that can affect program success or have a stake in that success for the purpose of gaining support, acquiring information crucial to program success, and to head off potential problems.

- Providing information to people in funding agencies and determining how they view your program.
- Providing information to increase awareness and advocating the importance of the program in the community.

Program promotion: developing advertising objectives, preparing clearly defined messages, and selecting promotional media, using a variety of media.

Collecting and Analyzing Information and Data for Marketing

1. What information and data are needed?
2. Has past work done in this area resulted in:
 - Success in obtaining desired outcomes?
 - Best practices?
 - Effective models?
 - Results-oriented strategies?
3. How will information and data be obtained and from whom or where?
4. Who will collect and compile what information and data?
5. How will information and data be reported?
6. Are additional information and data needed?
7. Where can additional information and data be found?
8. What will be done with the information and data collected?

Marketing to Recruit Adult Learner Participants

Recruitment Strategies

Basic marketing principles should guide the recruitment process. The goal is to get the right message to the right person through the right media at the right time.

The Right Person

The general public may be a target audience.

The Message

The message must be delivered in a manner that answers the questions, "Why is this important?" and "Why should I become involved?"

The message must be clear and:

- Create awareness of the needs.
- Capture the interest of the target audience.
- Provide a rationale for involvement.
- Present a return on the investment of time and energy that will be contributed towards the effort.

The Right Time

Timing is everything.

The Right Media

A variety of media is usually the best approach. Remember that people are visual, auditory, and kinesthetic learners.

The following are some ideas to build on.

- Town meetings can be highly participatory and very effective, and can increase community awareness and generate community support.
- Print promotions are excellent follow-ups and can often reach those who are otherwise difficult to reach.
- Brochures are inexpensive to produce, easy to read, and can be kept as reminders.
- Adult learner success stories create awareness and interest and can be printed in local newspapers.
- Personal contact and word-of-mouth are the most effective recruitment strategies.
- Use the networks that exist.
- Radio spots are excellent reminders.
- Try to get local radio personalities to support and promote your efforts.
- Television can be very motivational.
- Try to get local stations involved — many feature local human interest stories.

Recruitment Strategies to Address Specific Needs of Adult Learners

When the learner has low self-confidence:

- Make special efforts to orient learners and offer support services such as peer groups.
- Assess ability, self-esteem, learning style, motivations, and values.
- Help learners set realistic goals and ensure them that their goals are reachable.
- When the learner fears social disapproval:
- Emphasize social benefits such as making new friends and the friendly atmosphere of educational settings and provide opportunities for academic and social integration.
- Advertise in laundromats, churches, and local stores and increase visibility of program through community service projects.
- Use word-of-mouth and door-to-door recruiting coming from trusted sources.
- Distribute information through inserts in store purchases, paychecks, telephone bills, and school information.
- When there are situational barriers:
- Offer programs in accessible neighborhood locations with flexible scheduling to fit adult lifestyles.
- Arrange transportation (car pools).

When the learner has a negative attitude:

- Advertise learner success stories.
- Use successful students to advertise, recruit, and follow-up on dropouts.
- Emphasize the difference between adult basic education and regular school.

When the learner places education as a low priority:

- Focus on employment skills and skills related to daily work situations.
- Emphasize daily life and family life skills.
- Give value in terms of money

Marketing Recommendations to Promote Learner Participation and Retention

- Show learners they can achieve their goals.
- Clearly define the structure of programs.
- To promote success and motivate learning, help learners set sub-goals that lead to longer-term goals.
- Provide orientation materials that outline common problems encountered by students and suggestions to manage those issues.
- Acknowledge that time is an issue and offer open-entry, year-round programs.

Make available appropriate materials for all levels of learners that are of high interest and relevance to learners.

- Ensure appropriate placement in programs.
- Maximize opportunities to achieve success.
- Ensure positive tutor-learner match.
- Provide a well thought-out intake process.
- Promote peer support.
- Provide learners with regular, positive reinforcement.
- Provide incentives for participation.
- Promote heightened self-esteem.
- Provide good teachers.
- Put into place effective recruitment practices.
- Publicize student success stories.
- Provide a social environment in which education is perceived as important.
- Offer flexible scheduling and convenient, safe locations.

Research Findings Related to Marketing

Participation and Retention in Adult Basic and Literacy Education Services

- Some researchers believe the factors that explain non-participation also explain reasons for dropping out; others believe that variables that affect participation have little impact on retention.
- Factors inside and outside of literacy programs must be considered.
- Factors outside of programs seem to be more influential in decisions not to participate or stay in programs.
- Past schooling is related to both participation and retention; those with more education are more likely to participate in further education.
- Those with less education are far more likely to drop out.
- The most common reasons adults give for participation are related to jobs — getting a job, getting a better job, making more money.
- Other reasons include feeling better about themselves, self-improvement, developing self-confidence, becoming more independent, to be a better parent, to be a better person or citizen, because of urging of family or others, desire to understand concepts, desire to see results and apply knowledge, age.

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